

# ***Child and Family Behavioral Health Policy and Planning Committee (330-F)***

## ***Meeting Minutes***

September 13, 2007

### **I. Call to order**

Brian Meyers called to order the regular meeting of the Child and Family Behavioral Health Policy and Planning Committee (330 F) at 10 a.m. on September 13, 2007 at the Henrico CSB.

### **II. Present**

The following persons were present: Vicki Hardy-Murrell, Brian Meyer, Frank Beylotte, Betty Etzler, Charline Davidson, Don Roe, Wayne Barry, Barbara Shue, Ashanti Michael, Janet Lung, Gina Wilburn, Catherine Hancock, Joanne Boise, Pamela Fisher, Malcolm King and Stella Stith

### **III. Approval of minutes from previous meeting**

Catherine Hancock said that there was an error on page four (4) in the second paragraph pertaining to the waiver it was the wrong one it should have been the DMAS wavier Catherine Hancock motion to accept the minutes from the previous meeting and Joanne Boise second the motion.

### **IV. Open issues**

- a) Janet Lung and Frank Beylotte gave background information on the SOC project.
  - ◆ The first year Planning District One and Richmond Behavioral Health Authority was awarded grants to implement the SOC in their area and last year we had two more CSBs to be awarded grants; Alexandria and Cumberland Mountain.
  - ◆ Problems that have occurred in this process:
    - FFT & MST are very rigid and firm programs
    - High turnover rate with staffing
    - Interagency cooperation
    - Referrals come in inconsistent waves
- b) System of Care and Evidence-Based Practice conference will be the week of September 16-18, 2007 at the Hotel Roanoke & Conference Center. This conference is sold out, 500 people have already registered to attend. The purpose of the conference is to explain how EBP fits in SOC, and raise people's knowledge.
- c) Wayne Barry gave a presentation on Virginia's Response to Intervention Initiative.
  - ◆ Gave information on the Individuals with Disabilities Education Improvement Acts (IDEA) and the requirements that schools boards

shall implement programs of prevention, intervention or remediation for at risk students. The remediation programs shall include early identification process.

- ◆ The three essential components :
  - Universal screening – 3 times per year. Also implemented PALs in Virginia which is an early intervention reading initiative.
  - Tiered Intervention – Free movements between the tiers and 3-4 weeks to measure the process and evaluate (Attachment A)
  - Student Progress Monitoring – Curriculum-Based Measurement and variable frequency dependent on tiers. (View Attachments A & B for tiers organization).
- d) Janet Lung discussed the OCFS Report.
  - ◆ Created a Review Panel in regards to the VA Tech incident and have submitted a report to Governor Kaine and he will be reviewing the report and their recommendations.
  - ◆ There is a deficit in the state budget and all agencies have been instructed to cut their administrative costs by 5%.
  - ◆ The Virginia Summer Institute for Addiction Studies (VSIAS) which was held, July 16-20, 2007 in Williamsburg, VA was very successful this year and they are now planning for the VSIAS 2008 , Trauma and Recovery.
  - ◆ Project TREAT is providing technical assistance and trainings to CSBs regarding selections and implementation of EBPs. Ten CSBs applied for TA in April and 8 CSBs applied in August.
- e) Medicaid Workgroup meet last week and will meet again towards the end of the month. A rate study will be posted on the DMAS website for everyone to see.
- f) Last month a suggestion was brought up to change the frequency of the meetings. Brian and Vicki's co-chair will end in December, 2007 and felt that this should be address when the new chairs have been established. Some suggestions where:
  - ◆ Meet every other month
  - ◆ Have meeting driven by task– meet less in the summer and fall and more in the spring time when reports are due.
  - ◆ Take 2 months off and shorten the time of the meetings

## **V. New business**

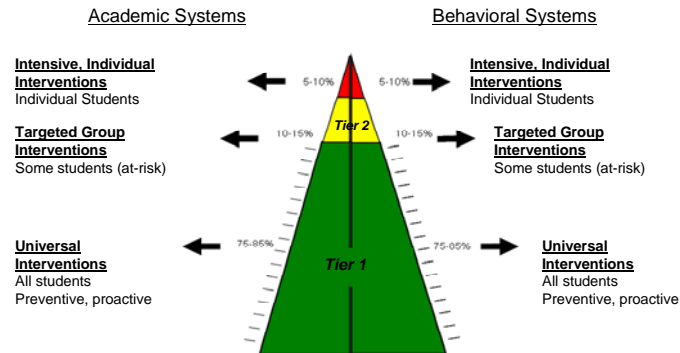
- a) Want to concentrate on bring family members presence back into the group.
- b) RTI currently use special funding and would like to more to tiers of intervention.

## **VI. Adjournment**

Joanne Boise adjourned the meeting.

Attachment: A

**Figure 1. Three-Tiered RtI Model**



## TIER I: CORE CLASS INSTRUCTION

Focus	For all students in K through 3
Program	Scientific-based reading instruction and curriculum emphasizing the five critical elements of beginning reading
Grouping	Multiple grouping formats to meet student needs
Time	90 minutes per day or more
Assessment	Benchmark assessment at beginning, middle, and end of the academic year
Interventionist	General education teacher
Setting	General education classroom

## TIER II: SUPPLEMENTAL INSTRUCTION

<b>Focus</b>	For students identified with marked reading difficulties, and who have not responded to Tier I efforts
<b>Program</b>	Specialized, scientifically based reading program(s) emphasizing the five critical elements of beginning reading
<b>Grouping</b>	Homogeneous small group instruction (1:3, 1:4, or 1:5)
<b>Time</b>	Minimum of 30 minutes per day in small group in addition to 90 minutes of core reading instruction
<b>Assessment</b>	Progress monitoring twice a month on target skill to ensure adequate progress and learning
<b>Interventionist</b>	Personnel determined by the school (e.g., a classroom teacher, a specialized reading teacher, an external interventionist)
<b>Setting</b>	Appropriate setting designated by the school; may be within or outside of the classroom

## TIER III: INTENSIVE INTERVENTION

<b>Focus</b>	For students with marked difficulties in reading or reading disabilities and who have not responded adequately to Tier I and Tier II efforts
<b>Program</b>	Sustained, intensive, scientifically based reading program(s) emphasizing the critical elements of reading for students with reading difficulties/disabilities
<b>Grouping</b>	Homogeneous small group instruction (1:1- 1:3)
<b>Time</b>	Minimum of two 30-minute sessions per day in small group or 1:1 in addition to 90 minutes of core reading instruction.
<b>Assessment</b>	Progress monitoring weekly on target skills to ensure adequate progress and learning
<b>Interventionist</b>	Personnel determined by the school (e.g., a classroom teacher, a specialized reading teacher, an external interventionist)
<b>Setting</b>	Appropriate setting designated by the school